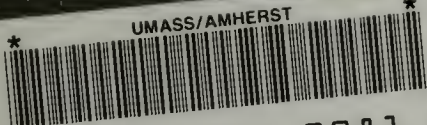


UMASS/AMHERST



312066 0271 3081 8

U OF MASS AMHERST LIBRARY

**AN INVENTORY AND ANALYSIS OF
HIGHER EDUCATION FACILITIES IN THE
COMMONWEALTH OF MASSACHUSETTS**

UPDATE REPORT OF THE FACILITIES INVENTORY PROJECT

JUNE 1972

**PREPARED FOR THE MASSACHUSETTS HIGHER EDUCATION
FACILITIES COMMISSION**

EDUCATIONAL MANAGEMENT ASSOCIATES, CAMBRIDGE, MASS.

COMMONWEALTH OF MASSACHUSETTS
HIGHER EDUCATION FACILITIES COMMISSION MEMBERSHIP

Mr. Joseph S. Carter
683 Tremont Street
Boston 02118

Mr. John M. Cataldo
National Freight Traffic Service
150 Causeway Street
Boston 02114
(Chairman, Board of Trustees of
the State Colleges)

Mr. Theodore Chase
Palmer & Dodge
28 State Street
Boston 02109
(Chairman, Massachusetts Board of
Regional Community Colleges)

Dr. Leo C. Donahue, Superintendent
Somerville Public Schools
81 Highland Avenue
Somerville 02143

J. Lewis Roberts
Southeastern Massachusetts University
741 State Road
North Dartmouth 02747

Mr. Louis J. Dunham, Jr., Director
Franklin Institute
41 Berkeley Street
Boston 02116

Mr. Frederick C. Ferry, Jr., President
Pine Manor Junior College
Chestnut Hill 02167

Mr. Charles P. Greene
26 Summer Street
Wakefield 01880

Mr. Kurt M. Hertzfeld, Treasurer
Amherst College
Amherst 01002

Mrs. Olive M. Johnson
Cambridge School Department
Business Office
1700 Cambridge Street
Cambridge 02138

The Very Rev. W. Seavey Joyce, S. J.
President
Boston College
Chestnut Hill 02167

Mr. Maurice Lazarus
Vice-Chairman and Director of
Federated Department Stores, Inc.
50 Cornhill
Boston 02108

Dr. Everett Olsen, Acting President
Lowell Technological Institute
Lowell 01854

Dr. Thomas C. Mendenhall, President
Smith College
Northampton 01060

Mr. Gardner T. Pierce
Worcester Polytechnic Institute
West Street
Worcester 01609

Dr. Neil Sullivan, Commissioner
Massachusetts Department of Education
182 Tremont Street
Boston 02111

Mr. Charles Whitlock, Associate Dean
University Hall
Room 17
Harvard University
Cambridge 02138

Dr. Robert C. Wood, President
University of Massachusetts
85 Devonshire Street
Boston 02109

Mr. Edward F. Bocko, Executive Director
Massachusetts Higher Education
Facilities Commission
45 Bromfield Street
Boston 02108

MEMBERS OF THE JOINT ADVISORY COMMITTEE,
HIGHER EDUCATION FACILITIES
COMPREHENSIVE PLANNING GRANT PROGRAM

Mr. Alan Ferguson
Director
New England Board of Higher Education
40 Grove Street
Wellesley, Mass. 02181

Mr. Frederick C. Ferry, Jr.
President
Pine Manor Junior College
400 Heath Street
Chestnut Hill, Mass. 02167

Dr. William Gaige
Advisory Council on Education
182 Tremont Street
Boston, Mass. 02111

Dr. David A. Gugin
University of Massachusetts
85 Devonshire Street
Boston, Mass. 02109

Mr. Kurt M. Hertzfeld
Treasurer
Amherst College
Amherst, Mass. 01002

Mr. Patrick McCarthy
Chancellor
Board of Higher Education
182 Tremont Street
Boston, Mass. 02111

Dr. Thomas C. Mendenhall
President
Smith College
Northampton, Mass. 01060

Mr. Gardner T. Pierce
Worcester Polytechnic Institute
West Street
Worcester, Mass. 01609

Mr. Robert Ramsey
Director of Evaluation
New England Association of Colleges
and Secondary Schools
50 Beacon Street
Boston, Mass. 02108

Dr. John Steele
Provost
Lowell Technological Institute
Lowell, Mass. 01854



Digitized by the Internet Archive
in 2013

<http://archive.org/details/inventoryanalysis1972educ>

CONTENTS

I.	INTRODUCTION	1
II.	HISTORY AND DESCRIPTION OF THE STUDY.....	3
III.	DESCRIPTION OF COMPUTER OUTPUT DATA.....	7
IV.	CHANGES IN THE STATE-LEVEL OUTPUTS..... (as of September 30, 1971)	22
V.	APPENDICES	
A.	A DESCRIPTION OF THE FIPS COMPUTER SYSTEM	26
B.	AN OUTLINE OF THE FIPS COMPUTER OUTPUT DATA	35
C.	FIPS UPDATE INSTRUCTIONS.....	43

This report marks the third year of operation of the updated Massachusetts facility inventory. Our goal is evaluating the current allocation of educational resources and predicting how these resources must be increased and reallocated to meet future needs. To be valid, such inferences must rely on a comprehensive and current description of existing resources -- the updated facilities inventory.

The inventory is based on variables of supply and distribution; only in a limited way do we touch on problems of demand.^{1/} Examining such variables can be of immense value -- if we ask the right questions of our data. The first step in doing this has been to order our description of physical facilities in terms of five basic questions:

1. What is the size of the particular educational facility?
2. What is its function?
3. What is its physical construction or design characteristics?
4. What are the dates of its construction or rehabilitation?
5. How much did it cost, how was it payed for, and how much is it worth today?

We have answered these questions for virtually every building used for educational purposes in the Commonwealth of Massachusetts.

^{1/} We have integrated some basic enrollment figures with the facilities data.

We went further, asking more complex questions about relationships and trends among these variables. This analysis can be directly relevant for various members of a planning team.

For instance:

The economic planner at federal, state, or local levels may want to see how much has been invested in specific types of facilities during the last thirty years. He can find trends in different types of investment, changes in utilization, and depreciation of value. He may derive a more objective view of the consequences of different levels and kinds of investment.

The designer may focus on trends in construction. In conjunction with his own criteria he can, for example, assess the relative value of renewal versus new construction and present his clients with a clear set of alternatives given their specific problems.

The local university administrator can look at the distribution of resources within his school and between his and comparable institutions. He can use this information to evaluate requests from departments; to plan to emulate or avoid trends in other institutions; to communicate in general, comprehensive terms with potential sources of funding.

It should be clear that the value of the inventory goes beyond the vast sum of information it contains. It is a system for organizing information and a tool for using it. We have designed it to grow -- to receive and to classify new data. We have analyzed this data so that it is relevant and useful for a variety of planning needs and perspectives. Yet our analysis is simply a model, one set of inferences that can be drawn from the data. Other trends will be revealed to those who think of and ask the right questions.

In 1966, the United States Office of Education initiated a national study of higher educational facilities on a state by state basis. The Massachusetts Higher Educational Facilities Commission conducted that study for the Commonwealth of Massachusetts. A joint advisory committee was established to guide planning terms, to reflect diverse institutional needs, and to recommend appropriate actions and decisions to the Higher Education Facilities Commission.

To complete its inventory, the Massachusetts Facilities Inventory Project followed manuals and guidelines issued by the United States Office of Education. The goal of the study was to obtain as much information as possible about all buildings and all rooms of every college and university in each state.

Data concerning buildings included:

Building Name

Building Number

Gross Square Feet

Ownership

Date of Initial Occupancy

Estimated Value of Building

Condition of Building

Source of Funds

Actual Capital Investment

Assignable Square Feet

Custodial Square Feet

Circulation Square Feet

Mechanical Square Feet

Construction Square Feet

Furnishing Cost

Type of Cooling System

Type of Construction

Degree of Graduate Program

Location

Number of Floors

Year Renovated

Year Constructed

Year to be Demolished

Fall Out Shelter Rating

The data concerning rooms within each building included:

Building Number

Room Number

Subject Type

Room Type

Net Assignable Square Feet

Number of Stations

Percent Used for Research

Early in 1968, the Massachusetts Higher Education Facilities Commission contacted ninety-six college and university presidents throughout the state to inform them of the upcoming study, and asked each of them to select an institutional representative to work closely with the Facilities Inventory Project Staff (FIPS). In establishing the inventory the schools were asked to fill out two sets of forms: a Building Characteristics Form and a Room by Room Characteristics Form, both providing the information required by USOE. The data was edited, coded, and processed to create the first facilities inventory in 1969. The output was of essentially the same format as that in this year's report; we have made only a few changes in structure and programming. During this same time FIPS developed a space utilization study, a companion piece to the inventory that investigates the actual use educational facilities receive.^{2/}

During the analysis of the FIPS data the update work was begun. In addition to the two original forms schools were asked to fill out a Deletions Form, listing demolished rooms and buildings, and a Correction Form, listing specific required changes in the data input. We found it a considerable advantage in accuracy and time to have the cooperation of the same personnel at each college in gathering the data as last year. Their

^{2/} A Study of Space Utilization in Higher Education Facilities in Massachusetts, April, 1971, Educational Management Associates.

help, and the fact that the yearly updating process guarantees familiarity with the inventory procedure, made our field work simpler, allowing us to concentrate on improving the program and output format. More schools participated in the updating process this year, making the report more comprehensive.

This section describes the summary listings, matrices, and correlations. Each participating institution received a listing of input data (the Data Edit and Validation Report) and a set of derived data materials generated by the Listing and Matrix programs. These programs also produced outputs on the State level, the summaries of which more than duplicate those available on the Campus level. In addition the plot program produced a series of Statewide correlations.

Campus Level - Part I: Data Edit and Validation Report

Part I contains all inputs used to generate campus level matrices and statewide matrices and correlations. Section A of Part I presents information for each building of participating institutions, and Section B displays data for each room within the building.

The institution's number and name appear on the first line of Section A. This identification is followed on the same line by an indication of the type of school according to two federal codes: from I through V to show the level of training provided and from A through K to show the type of program offered. The last datum on this first line shows the number of full time graduate and undergraduate students enrolled at the institution in question as of Fall, 1968.

The second line contains the number and name of the building for which the succeeding data have been collected.

The third line contains six major headings under which appear various data relating to the building identified on the second line. Four kinds of information are shown under the first heading, functions: ownership, degree to which the building is used for graduate programs, type of professional school that the building serves (if any), and the building's location.

Under history, the second heading, appear four other kinds of information: the year in which the building first was occupied, the year in which it was constructed, the year of its most recent

rehabilitation and/or modernization, and the year in which it is scheduled for demolition (if any). Five kinds of data appear under design; they are type of construction, number of floors, condition, status of fallout shelter according to the National Shelter Survey, and percentage of building that is air-cooled by means other than fans.

The last three major headings include information about costs, area, and funding. Under investment appear the cost of the building (including all investment after construction), the cost of equipment contained in the building, and the building's current estimated insurable value. The appropriate figure is shown beneath the gross square feet heading. Finally, the sources of funding for construction and the amount of funding from each source appear under source of funds.

Printed directly below Section A, Section B is an extensive room-by-room facilities inventory that lists information for every kind of room, including non-assignable areas like halls and spaces required by the building's frame. All the information for each room appears on one line and is divided by six headings. An unique number, supplied by the Facilities Inventory Project when necessary, is printed under room number. Three data appear beneath organizational unit - the institution's name for the unit (Business Office, French Dept., Dormitory, etc.), the institution's code for that unit or room (if any), and the organizational unit-subject field code.

Two kinds of information are listed beneath room type. They

are the institution's designation for that room type (dorm room, laboratory, office, etc.) and the room type according to codes for either assignable or non-assignable area. The appropriate number appears under number of stations (seats, beds, carrels, etc.), net assignable square feet (NASF), and percentage of research to which the room is devoted.

Below the last line, which corresponds to the last room in the inventory of a particular building, is printed a figure that represents total assignable area for the building.

Both Sections of Part I are continued to cover every one of the institution's buildings. Beneath the complete data for the last building a figure is listed for total net area this institution.

Campus Level - Part II: Listing and Matrix Summaries

Part II contains various matrices based on the campus-by-campus data listed in Part I. The first matrix - Data Breakdown by Organizational Unit and Subject Field Code (detailed) versus Room Type - is given for every building on campus. It is detailed for Organizational Unit and Subject Field Code (codes 1110, 1520, etc.) and general for Room Types (100, 200, etc.). Every cell - the intersection of every row going across and every column going up and down - contains the number of rooms that satisfy the requirements for that cell, NASF for those rooms, the ratio of that NASF to the building's total NASF, the number of stations that satisfy the cell's requirements, the ratio of NASF to stations, and the standard deviation for that ratio. The last column contains combined figures for all Room Types of a particular Organizational Unit-Subject Field Code, while the last row shows combined figures for all Organizational Unit-Subject Field Codes for a particular Room Type. The intersection of this last row and column shows total number of rooms, NASF, etc. for the building.

A listing of Non-assignable Area by Room Type follows the matrix, and this combination of matrix and listing continues for every building on campus.

The second matrix is the same as the first except that the figures are carried to the campus level and the Non-assignable Area listing is omitted. The third matrix also follows the format of the first except that it details Room Type (110, 199, etc.) and leaves general the Organiza-

The fourth matrix classifies Campus-wide General Room Types against General Organizational Units. Each cell contains only the number of rooms and the NASF. The matrix is followed by the Non-assignable Area Listing. These data satisfy the requirements of the 1970 - 1971 HEGIS form 2300-7, Part B.

The fifth matrix - Data Breakdown by Type of School versus Degree of Graduate Program - first lists all existing school types (engineering, dental, etc.) in rows and then degrees of graduate program in columns. Each cell contains the number of buildings that satisfy matrix requirements and their combined NASF, while the last column shows the total of all degrees of graduate program for each type of school. The last row contains totals of all types of schools for each degree of graduate program, and the intersection of this row and column shows combined totals on campus. Following this matrix is a Listing of Area Devoted to Graduate Use and Percentage of Campus Total Assignable Area by type of school, graduate area, and percent of total campus area. Campus area devoted to graduate use is approximated by multiplying total areas of the columns for each row by the mean of the domain ($1-9\% = 5\%$, $10-24\% = 17\%$, etc.) to obtain a weighted figure.

Five additional, detailed listings complete the Campus Level - Part II printout. The first is a building-by-building listing that relates NASF to Gross Area, Gross Area to Campus Total Gross Area, and Gross Research Area to Campus Total Gross Area. This section is followed by a detailed campus-wide listing of every room type (including Non-assignable Area) and its corresponding total NASF.

The third listing shows campus-wide totals of Gross Area, NASF, and the ratio between them; relates construction types to number of buildings, Gross Area, and decade of construction; and gives data about scheduled demolition including dates, number of buildings, and gross areas affected. The fourth listing gives financial data that include total costs of building and equipment, estimated value of buildings, sources of funds, number of sources, amounts provided by each source for every building, ownership codes, and the number of buildings, gross area, and value corresponding to each code.

The fifth and final listing of the Campus Level - Part II printout shows total institutional enrollment and NASF per student, based on total academic and auxiliary space.

State Level - Part I: Listing Summaries

The first page of this printout lists each type of institution according to federal codes for highest level of degree offered and type of program available. Each type of institution in this column is followed by a row of figures indicating its total Gross Area, total owned Gross Area, total Gross Area by type of ownership, and total Gross Area shared with other institutions of various kinds. At the bottom of the page these figures are summarized for all institutions of higher education in the state of Massachusetts. The final row on this page shows total Gross Areas constructed during each of the past five decades and before 1919.

Pages two and three list NASF for every Room Type. NASF progressively is broken down by broad categories of use, general Room Type, and detailed Room Type. Non-assignable and Unassigned Areas appear at the end of this section.

The next four pages list NASF by Organizational Unit-Subject Field Code. Again, NASF is broken down by stages - first by Organizational Unit, then by broad Subject Field category, and finally by specific Subject Field Code. Here, also, Non-assignable and Unassigned Areas appear at the end. A listing of NASF for each detailed Room Type appears next and is followed by figures showing State-wide Gross Area, State-wide NASF, and their ratio.

The State-wide Financial Data on the following page include totals for building costs, equipment costs, and estimated value of buildings. For buildings first occupied after June 30, 1958, they show sources of funds as well as number of buildings funded and total amount supplied by

each source. For each type of ownership, the State-wide Ownership Listing displays number of buildings owned, their total value, and their Gross Area. Finally, State Enrollment Figures provide the total fall of 1968 enrollment according to the Board of Higher Education of Massachusetts, the ratio of NASF to enrollment, and the standard deviation for that ratio.

State Level - Part II: Matrix Summaries

The first matrix breaks down institutional categories by the highest level of training offered versus the type of program provided. Each cell shows the number of schools that satisfy the cell's requirements, their combined NASF, and a weighted area figure (cell's % of state NASF/cell's % of number of institutions in the state). The fourth entry in each cell is a weighted enrollment figure (cell's % of state enrollment/cell's % of number of institutions in the state), and the fifth entry is a weighted NASF per student ratio carried forward from the campus to the state level (cell's % of state NASF/cell's % of state enrollment). The sixth and last figure represents NASF per student. Total Gross Areas for each category (I through V) appear in the last column and totals for each category (A through K) in the last row.

The second matrix - State-wide Data Breakdown by Organizational Unit-Subject Field Code (detailed) versus Room Type - uses general Room Type codes like 100, 200, etc. Each cell shows the number of rooms meeting cell requirements, their NASF, their NASF as a percentage of state NASF, their number of stations, their NASF per station, and the standard deviation for that ratio. The last column contains total NASF for each Organizational Unit-Subject Field Code listed, and the last row displays total NASF for each general Room Type. The intersection of this row and column shows total NASF for all Room Types and Organizational Unit-Subject Field Codes.

The third matrix follows the format of the second one, but it

shows Room Type (detailed) versus Organizational Unit-Subject Field Code using general Organizational Unit codes like 1000, 2000, etc.

The types of information shown are identical with those of matrix two, and at the intersection of the last row (total NASF for Organizational Units) and the last column (total NASF for Room Types), the figures themselves are identical.

The fourth matrix, which simplifies the second and third ones, depicts Room Types versus Organizational Units using the general forms of both categories. The cells contain only two figures: one for the number of rooms meeting cell requirements and one for the combined NASF of this number. This matrix easily can be transposed onto the HEGIS form 2300-7. It is followed by a state-wide listing of Non-assignable Area by Room Type.

Both the fifth section - State-wide Data Breakdown by Type of School versus Degree of Graduate Program - and the sixth one - State-wide Listing of Area Devoted to Graduate Use and Percentage of State Total Assignable Area - carry to the state level the format of the parallel campus level matrix and listing (see p. 15).

Except for the last one, all of the following matrices relate to various aspects of construction. In the sixth matrix - State-wide Data Breakdown by Construction Decade versus Type of Construction - each cell contains the number of buildings that meet cell requirements, their Gross Area, the ratio of their NASF to that area, the standard deviation of that ratio, and the percentage of Gross Area renovated. The last columns show totals of all construction types for each decade. The last row

contains totals of all decades for each construction type, and the cell at which this row and column intersect displays total numbers of buildings for all types of construction and all construction decades, their total Gross Area, the ratio of their total NASF to that area, the standard deviation of that ratio, and the percentage of Gross Area that has undergone renovation. Matrix seven differs from this one only in that types of construction in the columns are replaced by condition codes; and matrix eight departs from the seventh one only by changing construction decades to renovation decades and necessarily eliminating the cell entry for percentage of Gross Area renovated.

The succeeding series of matrices shows type of construction versus condition for each of the past six decades, beginning with 1908-1917. Each cell in this series follows the format of the first construction matrix.

The next matrix summarizes the preceding series, showing type of construction versus condition for all decades.

The last matrix - Enrollment versus Type of Institution - shows four levels of enrollment against types of institutions categorized both by the federal code for the highest level of degree offered and by their public or private status. Each cell shows the number of students, the NASF per student, and the standard deviation for that ratio. The last column shows totals of all categories at each enrollment level, and the last row provides totals of all enrollment levels for each category of institution. The figures in the cell at their intersection are for the whole state, irrespective of institutional category or level of enrollment.

State Level - Part III: Correlation Studies

Correlations were developed for four groups of studies. The first and largest of these concerned construction and renovation; it used a series of correlations in attempting to show the patterns of construction, renovation, and demolition of buildings according to their respective mean years.

The first correlation - Date of Construction versus Year To Be Demolished - typifies many others in the study. This correlation shows average year of construction against average year of demolition for all buildings scheduled to be demolished. It gives the number of points (buildings) used, the x-mean (mean-year of construction), and the y-mean (year of demolition), followed by the x standard deviation and the y standard deviation. Following this basic information are three more figures - the correlation coefficient, the standard error of estimate, and the regression coefficient. These allow computation of the accuracy of the basic information. All six sets of information are supplied for all of the following correlations.

Correlations of Date of Construction versus Year To Be Demolished were performed for both renovated and unrenovated buildings; each attempts to show the mean year of construction against the mean year of scheduled demolition for each type of structure. Together they show the life span of renovated versus that of unrenovated buildings.

For renovated buildings, a fourth correlation shows mean year of construction versus mean year of renovation, and a fifth shows

mean year of scheduled demolition versus mean year of renovation.

A Listing of Renovated and Unrenovated Buildings shows for buildings in those two categories the percentage of buildings constructed in various ways (wood, masonry, concrete, etc.), the percentage in various states of repair (ranging from "satisfactory" to "should be razed"), and the percentage scheduled for demolition. A matrix - Year To Be Demolished versus Renovated and Unrenovated Buildings - plots the data contained in the preceding correlations. It shows categories by Renovated and Unrenovated Buildings against the years in which they are scheduled for demolition, from 1969 through 1983. The information in each cell shows the number of buildings that conform to the cells' requirements, their Gross Area, average year of construction, and standard deviation.

Gross Area Studies rely on four correlations that attempt to show trends in the amount of academic and auxiliary areas renovated in the past fifteen years and scheduled for demolition in the next fifteen years. The first correlation shows the x mean as the average year of renovation and the y mean as the average academic area renovated per year in the past fifteen years. The second correlation shows the same information for auxiliary area. Correlations three and four show the average area of demolition per year scheduled for academic area over the next fifteen years and the same information for auxiliary area.

The series of correlations that support Financial Studies first attempts to show how Gross Area relates to cost per square foot and then tries to depict the changing costs of construction for academic

and auxiliary area over the years. The first correlation plots the average Gross Area per building against the cost per square foot for construction of academic area, and the second does the same for auxiliary area. Correlations three and four show, for buildings constructed between 1930 and 1939, the average year of construction versus the average cost per square foot of academic and auxiliary area respectively. These correlations are repeated for the succeeding decades.

Three correlations are used for Gross Area per Student Studies. They show mean Gross Area of academic space per student during the past twenty-two years, mean Gross Area in the state during the past twenty-two years, and mean enrollment during the same period.

The growth of higher education facilities dropped dramatically last year. Fewer new buildings and an increase in the demolition of old buildings combined to cut the growth of gross space by one fifth and the growth of assignable space by one half. At the same time, the demolition of the older buildings caused a decline in less efficient, non-assignable area. These changes, by room classification, follow:

Change in Facilities by Room Classification

<u>Facilities</u>	<u>Increase in NASF (millions)</u>	<u>1971 Percent</u>	<u>1970 Percent</u>
Assignable Area	2.0	4%	7%
Academic Area	.7	3	9
100 Classrooms	.1	3	6
200 Laboratories	.2	3	5
300 Offices	.3	5	4
400 Library and Special Study	.1	3	11
500 Special	.0	15	19
700 Support	.0	1	5
Auxiliary Support	1.3	6	6
600 General	.1	3	5
900 Residential	1.1	7	6
Other (including 800)	.0	10	8

One significant ratio is of total auxiliary area to total assignable area. The ratio for existing buildings is 0.5; last year the construction ratio was 0.4, and this year it is 0.6. That is because the drop in new construction took place mainly in academic rather than auxiliary areas, while most of the demolished buildings were academic facilities.

These percentages do not reflect the actual changes in emphasis as closely as the ratio of specific type to total academic space.

<u>Facility</u>	<u>Existing Ratio</u>	<u>Construction Ratios</u>	
		<u>1971</u>	<u>1970</u>
100 Classrooms	.14	.14	.11
200 Laboratories	.27	.24	.16
300 Offices	.25	.36	.22
400 Library and Special	.13	.14	.15
500 Special	.9	.04	.10
700 Support	.11	.06	.26

With the decrease in construction activity the ratios have come much closer to existing building patterns rather than continuing last year's trends. One particularly noticeable feature is the high ratio for offices; while all other areas have tapered off in growth, office space is still a high priority.

Organizing this data by activity:

<u>Activity</u>	<u>Increase in NASF (millions)</u>	<u>Percent</u>
Academic Activities	.35	2
1000 Departments	.14	1
2000 Organized Activities Units	.02	3
3000 Organized Research Units	.03	3
4000 Public Service	0.	3
5000 Libraries	.14	5
Auxiliary Activities	1.40	6
6000 General Administration	.16	5
7000 Auxiliary Services	1.22	6
8000 Noninstitutional Agencies	.01	6

<u>Activity</u>	<u>Existing Ratio</u>	<u>Construction Ratio*</u>
Academic Activities	.250	.200
1000 Departments	.190	.036
2000 Organized Activities	.008	.011
3000 Organized Research	.015	.020
4000 Public Service	.003	.005
5000 Libraries	.040	.087
Auxiliary Activities	.360	.
6000 General Administration	.050	.093
7000 Auxiliary Services	.310	.700
8000 Noninstitutional Agencies	.003	.007

*Base for ratios: gross area and increase in gross area. Demolition figures, unassigned, and nonassignable figures were excluded.

Academic activities of all types are receiving increasing emphasis with the exception and at the expense of a drastic reduction in new departmental NASF. The organized departments and libraries still have the greatest absolute growth in area, but the decrease in emphasis for departments is gigantic when the ratios are used as a basis of comparison. Relative emphasis on the auxiliary activities has markedly increased in all areas. Apparently as construction decreases the brunt of the decrease is in academic areas.

APPENDICES

A DESCRIPTION OF THE FIPS COMPUTER SYSTEM

INTRODUCTION

Five separate programs comprise the Facility Inventory Project System, (FIPS), two programs in Phase I, three in Phase II. The programs are as follows:

PHASE I

EDIT

UPDATE

PHASE II

LISTING

MATRICES

PLOTS

The Phase I programs are used to bring new data into the system and produce a new master file. This file is, in turn, input to each of the Phase II programs. The following diagram shows the relationship between the five programs, and the data files that serve as input and output to each.

The new master file will, in turn, become the old master file when it is desired to make corrections to it, and another new master file will be produced.

THE FIVE PROGRAMS

Edit:

The edit program reads in the correction cards, validates the data, and produces a tape that will serve as input to the update program. This tape is referred to as the transaction file. It also creates two lists. The first is a list of the cards that it found to be in error. These cards will be listed in the same format and in the same order as they appeared in the deck of correction cards. An asterisk beneath a field indicates that it is in error (the data itself is incorrect, or is misplaced within the field), and the letter M indicates that that field is missing. The user should examine this list and decide if these cards should be corrected and the edit program re-run. A card that has missing fields, but no field in error, will not show up in this list.

The second list shows the new data as it will appear on the master file. The data has been sorted so the records appear in the order of ascending institution, ascending building number within institution, and room sequence within each building. The edit assigns new rooms sequence number 9999, so that they appear at the end of each building. (The update program will assign them more appropriate sequence numbers). This list, saved from each run of Phase I, can serve as a permanent record of changes made to the master file. The format of these records differs from that of the correction card, and

is, instead, in the format used internally by the program. See Appendices A-1 and A-2 for the correction card format and the internal format. The records for cards that the Edit Program found in error do not appear in this listing exactly as they will appear on the master file. The Edit program has added a 1 to the left-most position of numeric fields of room records to indicate to the update program that these fields were in error. Building characteristic records are followed by a sequence 3 record to indicate errors. It should be noted that the introduction of two building cards for the same building, or two buildings with the same building number, will cause later reports to be inaccurate. It is suggested, therefore, that the user peruse this list of records carefully, and verify that no such duplicates exist.

The Edit Program actually consists of 3 programs. The first, and largest performs the editing function. A second job step calls upon the standard 360 OS soft package to sort the data records. The third job step lists the sorted records. This third program is written in Utility Coder, a CCA proprietary program.

Update Program:

The Update Program uses the output tape of the edit program and corrects the old master file, creating a new one. Rooms, buildings, and institutions are appropriately added, deleted, or replaced. An option card, set up by

the user, controls the program's operation. The format of the card is as follows:

- Column 5 M indicates that there will be a master file for this run
- Column 6 T indicates that there is a transaction file
- Column 7 R indicates that there will be a state summary report
- Column 8-15 The date in the following format: 09/22/70

In almost all cases, there will be both a master file and a transaction file. If, however, the user wants to start from scratch, i. e. , he does not intend to update his current master file, but wishes instead to create a new one, entirely from cards, then he will use the edit program to produce the transaction file, and run the update without a master file. If the user would like to produce a report, but does not want to correct the master file, he would just run the update program with his master file and without a transaction file.

A report will be printed for each institution for which an institution record exists on the transaction file, i. e. , for each institution card submitted to the edit program. The state summary report will be produced only if an "R" appears in column 7 of the option card.

The Plot, Listing and Matrix Programs:

These programs produce the graphs and reports described in the Document

"Derived Data Projections".

They use the newest master file as input, and can be run in any order.

The Plot Program produces visual displays and statistical analyses of correlations on the state level. Year of construction, demolition, and renovation of the building in the state are compared to cost and size in various combinations.

The Listing program creates lists of data on building, campus, and state levels. These lists concern gross, assignable, and research area, as well as construction and financial information.

The Matrix Program displays building, campus, and state wide correlations in table format. The data dealt with in this fashion include utilization, construction, financial, and enrollment information. Also created by the Matrix Program is a table for each school that can be copied directly onto the Hegis Form.

RUNNING THE PROGRAMS

Job control cards are placed at the beginning and end of a program that serve to describe to the computer the type of program to be run and the various input and output files. These cards are installation dependent, i.e., they will have to be changed if the program is to be run on a diff-

erent computer. All five programs require that the computer be equipped to handle Fortran IV, level G. The largest of the five, the Matrix Program, requires 316 K core. The Plot Program makes use of the SC 4020 Plotter, a feature of the Avco installation. The production of the full list of all correction records by the edit program, requires that computer have access to Utility Coder, a requirement fulfilled by Phillip Hankins but not by Avco. The Edit Program is now set up to run at Phillip Hankins, and the remaining four programs at Avco. The Avco programs are set up to produce four part printed output.

In setting up the program to run, the user is concerned with two matters. They are described separately below.

1. The placement of the data cards in the program deck. The user's correction cards are input to the edit program, and should be placed between the two red cards. If there are many correction cards, the last part of the program deck may be put into another box. Be sure to number the boxes to indicate to the operator the order in which the boxes are to be read. The first box should contain the first part of the program deck (up to and including the first red card), and as many correction cards as will fit. As many boxes as necessary to contain the remaining correction cards, and the last box ends with the remainder of the program deck (from the second red card on).

The update program requires the option card described above. It should be placed between the two red cards at the end of the program.

2. The job control cards are adjusted to reflect changes in the tapes used as input and output. Each time the system is run, such changes are likely to occur. The new master file will probably become the old master file for the update program, and a new master file produced. It is this tape that will be used to run the Phase II programs. The job control cards that may have to be changed appear near the end of each deck and are blue. The particular field on that card that may be changed is the six characters that follow the words VOL-SER-. The six alphanumeric characters that are put in that space usually appear written on the outside of the tape itself. There is one of these cards in each program for each tape that will be used as input or output. The blue cards in each program refer to:

Edit Program

1st blue card--the transaction tape

2nd blue card--the transaction tape

Update

1st blue card--the transaction tape

2nd blue card--the old master tape

3rd blue card--the new master tape

Plot

the new master tape

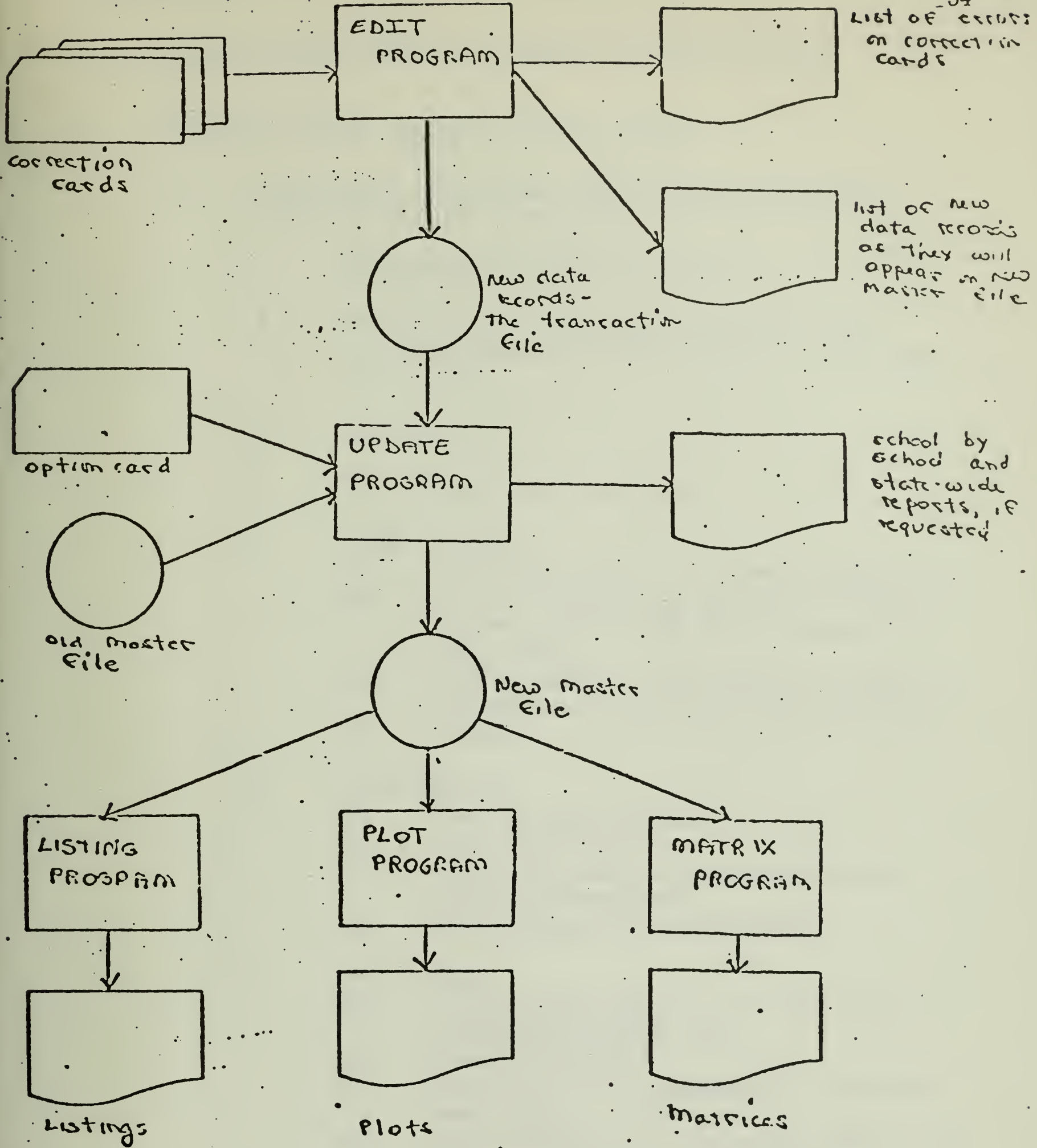
Listing

the new master tape

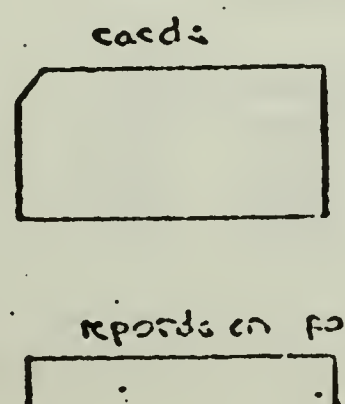
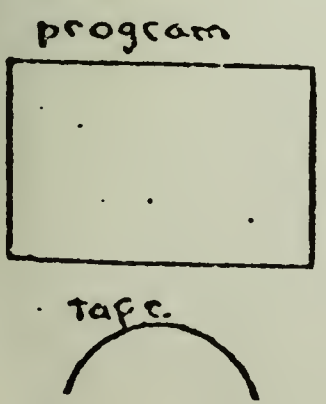
Matrix

the new master tape

The user having set up the decks as described above, will contact the appropriate computer installation. He will have to fill out a form to run the program, and can receive help in doing this at the installation.



KEY:



arrow into a program indicates input

arrow out of a program indicates output

AN OUTLINE OF THE FIPS COMPUTER OUTPUT DATA

I. CAMPUS LEVEL--PART I--INPUT LISTING

A. For every building in use, the following information will be found for that building:

1. The institution number and name
2. Institution type (Federally designated codes: I--V for highest level offering and A--K for type of program)
3. Enrollment
4. The building number and name
5. Under Function
 - (a) Ownership code (1--8, owned, leased, etc.)
 - (b) Degree of graduate program (1--6, where 1 is none, 2 is 1%--9%, etc., through 6 is 75%--100%)
 - (c) Type of school (1--20 is any of a number of professional schools this building serves)
 - (d) location
6. Under History
 - (a) Year initially occupied
 - (b) Year constructed
 - (c) Year of the most recent rehabilitation and/or modernization
 - (d) Year scheduled to be demolished
7. Under Design
 - (a) Type of construction (1--9, wood frame, reinforced concrete, etc.)
 - (b) Number of floors
 - (c) Condition (1--5, "satisfactory" to "should be razed," etc.)
 - (d) Fallout shelter (1--4, as a description of the building in a national shelter survey)
 - (e) Percent air-cooled (1--6, where 1 is none through 6 is 75%--100%)
8. Under Investment
 - (a) Cost of the building
 - (b) Cost of the equipment
 - (c) Estimated insurable value of building

9. Gross Area

10. Under Sources of Funds

- (a) Sources of funds (1-20 it includes sources from government, appropriations, taxes, foundations, loans, etc.)
- (b) The amount of the Fund. This will be repeated if more than one source is involved.

B. Room by Room Inventory For The Building

1. Room Number

2. Under Organizational Unit:

- (a) Institutional name of unit
- (b) Institutional code (for institution's use)
- (c) Organizational unit - Subject-Field Code (1110-9083)

3. Under Room Type

- (a) Institutional name of room
- (b) Room Type (110-999 and non-assignable codes)

4. Number of Stations

5. Net Assignable Area

6. Percentage Research

C. Total Net Assignable Area For Building.

D. After Last Building, Total NASF for Institution

II. CAMPUS LEVEL - PART II - MATRIX

A. For Every Building:

- 1. Data breakdown by organization and subject-field codes (Detailed 1110 - 9083) versus Room Type (general 100-900)

2. Each cell contains:

- (a) Number of rooms
- (b) Room NASF
- (c) Percent room NASF/building NASF
- (d) Number of stations
- (e) Room NASF/stations
- (f) percent research

3. Followed by Non-Assignable Area listing by Room type (10-40)

B. Same as above but carried to campus level with non-assignable area omitted

C. For every building:

- 1. Data breakdown by room-type (detailed 110-999) versus organizational unit and subject-field code (1000-9000)
- 2. Every cell contains same information as matrix A.

D. HEGIS Matrix: Campus level general Room Type vs. Organizational Unit, with each cell containing no. of rooms and NASF followed by non-assignable listings.

E. Data Breakdown by Type of School (1-20) versus Degree of Graduate Program (%) Each Cell Contains

- 1. Number of buildings, and
- 2. Combined NASF, followed below by:
- 3. Listing of type of school
- 4. Graduate area
- 5. % of total campus area

F. Building by Building Listing of:

- 1. Ratio of NASF to gross area
- 2. Gross area and % of campus total
- 3. Campus wide listing of area by room type

G. Construction Data:

1. Total Gross Area
2. Total NASF
3. NASF to Gross Area Ratio
4. Listing of construction type with number of buildings and combined Gross Areas
5. Listing construction by decade, number of buildings, and Gross Areas
6. Scheduled year of demolition, number of buildings, and Gross Area with total Gross Area to be demolished cost.

H. Financial Data:

1. Total building costs
2. Equipment costs
3. Estimated value of buildings
4. Sources of funds listing, number of them, and combined amounts
5. Ownership codes listing, number of buildings, Gross Area, and value of each

I. Enrollment Data:

1. Total enrollment
2. NASF/student

III. STATE SUMMARIES - PART I - LISTING

- A. Institutional Gross Areas by Federal institutional codes (I-II, A-K) and ownership code.

- B. Gross Area of construction by decade
- C. Assignable area detailed by Organizational Unit and Subject Field codes
- D. Assignable area detailed by Room-Type
- E. Statewide Gross Area, NASF, and NASF/Gross Area
- F. Financial data:
 - 1. Cost of buildings, cost of equipment, and present estimated value of building
 - 2. Sources of funds, number of buildings, and amount
- G. Ownership listing by number of buildings, amount and Gross Area
- H. State enrollment, State NASF/state enrollment, standard deviation of that ratio

IV. STATE SUMMARIES - PART II - MATRIX PROGRAM

- A. Data breakdown by institutional code (I-V) versus type of program codes (a-k). Each cell contains:
 - 1. Number of schools
 - 2. NASF
 - 3. That NASF as a percentage of State NASF/number of schools as a percentage of the total number of schools
 - 4. Percent of state enrollment/percent of total number of schools
 - 5. Percent of state area/percent of state enrollment
 - 6. NASF/student
- B. Detailed Organizational-Unit Subject Field Code (1110-9083) versus general Room-Type (100-900). Each cell contains:

B. (continued)

1. Number of rooms
2. NASF
3. NASF/state NASF
4. Number of stations
5. NASF/station
6. Standard deviation of NASF/station

C. Detailed Room-Type (110-999) versus general Organizational - Unit Subject Field code. (1000-9000). Each cell contains the same information as Matrix 3.

D. Statewide HEGIS Matrix: General Room-Type versus general Organizational-Unit, contains only the number of rooms and the NASF in each cell followed by Non-Assignable listing.

E. "Data" Breakdown by type of school versus degree of graduate program" and "Statewide listing of area devoted to graduate use and percentage of state total NASF" are same format as on state level.

F. State wide date breakdown by construction decade versus type of construction. Each cell contains:

1. Number of buildings
2. Gross Area
3. NASF/Gross Area
4. Standard deviation of NASF/Gross Area
5. Percent renovated

- G. "Condition versus type of construction" follows same format as above
- H. "Condition versus last decade of renovation" follows same format as above
- I. Series of matrices by decade of construction beginning 1908 shows condition versus types of construction and follows same format as above.
- J. Summary matrix of I with all decades combined
- K. Institutional codes (I- V) and public or private versus enrollment. Each cell contains:
 - 1. Number of schools
 - 2. NASF/student
 - 3. Standard deviation of NASF/student

V. STATE SUMMARIES PART III - CORRELATIONS

A. Correlations:

- 1. Date of construction versus year to be demolished
- 2. Date of construction versus year to be demolished for non-renovated buildings
- 3. Date of construction versus year to be demolished for renovated buildings
- 4. Date of construction versus year to be renovated
- 5. Date of renovation versus year to be demolished

All correlation studies contain:

- a. the number of points used,
- b. the x-mean,
- c. the y-mean,
- d. correlation coefficient,
- e. standard error of estimation, and
- f. regression coefficient

- B. Listing of percentage of buildings renovated by:
 - 1. Type of construction
 - 2. Condition
 - 3. Percentage to be demolished
- C. Listing of percentage of buildings non-renovated follows same format as above
- D. The year to be demolished versus renovated and non-renovated
- E. Correlations:
 - 1. Gross Area-Academic, renovated past 15 years
 - 2. Gross Area-Auxiliary, renovated past 15 years
 - 3. Gross Area-Academic, to be razed next 15 years
 - 4. Gross Area Auxiliary to be razed next 15 years
- F. Financial studies: Correlations:
 - 1. Gross Area versus cost/sq. ft., academic
 - 2. Gross Area versus cost/sq. ft., auxiliary
 - 3. Year to be constructed versus cost/sq. ft., academic
 - 4. Year to be constructed versus cost/sq. ft., auxiliary
- G. Gross Area per student studies:
 - 1. Gross Area per student past 22 years, academic
 - 2. Gross Area past 22 years, academic
 - 3. Enrollment past 22 years

EDUCATIONAL MANAGEMENT ASSOCIATES8 PLYMPTON STREET
SUITE 43CAMBRIDGE, MASSACHUSETTS 02138
617-868-6820FACILITIES INVENTORY PROJECT
DONALD M. LEVINE, *Director*

ADVISORY COMMITTEE

HAROLD L. GOYETTE, *Harvard University*H. JACK LITTLEFIELD, *University of Massachusetts*O. ROBERT SIMHA, *Massachusetts Institute of Technology*

July 12, 1971

MEMORANDUMTo: Institutional Representatives for 1971
Facilities Inventory UpdateFrom: Donald M. Levine, Director
Facilities Inventory ProjectSubject: Updating Requirements for the Facilities Inventory and Higher Education
General Information Survey (HEGIS)--Inventory of College and University
Physical Facilities

The Facilities Inventory Project will now begin an update of the data concerning your college's physical facilities. This update will allow us to prepare materials for you during the coming year as well as organize the required information for the 1971 HEGIS Form on physical facilities.

This year's Update of the 1970 Facilities Inventory must reflect physical facilities in use as of September 30, 1971. Any changes that have occurred since the 1970 Facilities Inventory or errors contained in that printout will necessitate using the enclosed Update Forms. The following list documents changes in your situation which will require the use of the Update Forms:

1. Any new buildings that have been constructed or leased since September 30, 1970 (cut-off date for the 1970 Facilities Inventory);
2. Any buildings that have been demolished or are no longer leased since the original inventory;
3. Any renovation that has occurred that changes the uses and/or sizes of rooms and/or buildings;
4. Any changes in the use of a room or changes from unused to used space;
5. Any errors that were found in the last printout.

Continued... p. 2

Thus this Update will account for all changes that have occurred since September 30, 1970 and will reflect the description of your college's physical facilities as of September 30, 1971. We do not anticipate that the job of providing this information will be very difficult. The major task of providing the foundation inventory has been completed. In order to prepare the submissions for the physical facilities portion of the HEGIS material, we need to have your Update Forms in this Office no later than September 15, 1971. This will allow us sufficient time to process the data and return to you for your verification before it is sent to the appropriate agency for final submission by your college.

Since the 1970 Facilities Update there have been some changes in the code structure. In the 900 Series, Room Type Classifications, the following codes have been eliminated:

- 935 Residence Hall Special Staff Service Areas
- 940 Central Food Stores
- 950 Central Laundry
- 999 Prorate

Little use was found for codes 935 and 999. Codes 940 and 950 duplicate codes 750 and 760, respectively.

It appears that some schools did not have copies of the final revised Higher Education Facilities Inventory Manual distributed in 1968. Previously, the only code between 911 and 920 had been 912--"Residential Dining Halls." In the new manual, the codes were expanded to include a more detailed description of dormitory facilities. The 900 Series, including the current revisions, is as follows:

- 910 Residence for Unmarried Persons
- 911 Dormitory Bedroom
- 912 Lounge
- 913 Recreation
- 914 Study
- 915 Service/shower/bath/laundry/storage/toilet/etc.
- 916 Residential dining
- 917 Dining service/kitchen
- 918 Apartment in dormitory
- 919 Dormitory multiple sleeping room
- 920 One-Family Dwelling
- 930 Multiple Family Dwelling

Check that your manual agrees with this listing.

A note should also be made with respect to the codes for "Type of School" (in the section of the manual concerning Building Characteristics Inventory). Whereas code 20 had been reserved for "Other," in the revised manual distributed in 1968, 20 became "Non-academic, i.e., Dormitories, Student Unions, Recreation, etc." and 21 was now to be used for "Other."

Any portion of your inventory based on a code structure different from the one herein listed should be corrected to be consistent with the revised listing.

We have enclosed Update Forms for your use as well as a short instruction sheet. We will of course be glad to answer any questions that you might have in completing these forms. If any problem arises, our address is 8 Plympton Street, Suite 43, Cambridge, Massachusetts 02138. Our telephone numbers are: (617) 868-6820 and 868-6821. I look forward once again to your participation in the Inventory and will attempt to insure that our service to you and the Commission will be of value.

DML:ab

Enclosures: Update Forms and Instructions

EDUCATIONAL MANAGEMENT ASSOCIATES

8 PLYMPTON STREET
SUITE 43

CAMBRIDGE, MASSACHUSETTS 02138
617-868-6820

FACILITIES INVENTORY PROJECT
DONALD M. LEVINE, *Director*

July 12, 1971

ADVISORY COMMITTEE

HAROLD L. GOYETTE, *Harvard University*

H. JACK LITTLEFIELD, *University of Massachusetts*

O. ROBERT SIMHA, *Massachusetts Institute of Technology*

INSTRUCTIONS FOR 1971 FACILITIES AND HEGIS UPDATE

Please note that this is an update only. You are required to reflect changes as they may have occurred since the last printout (reflecting conditions as of September 30, 1970). The present Update will show conditions as of September 30, 1971. This Update is due in the Office of the Facilities Inventory Project, 8 Plympton Street, Suite 43, Cambridge, Massachusetts 02138 on September 15, 1971.

The Update Forms are to be used for five classifications of changes:

1. Any new buildings that have been constructed or leased;
2. Any buildings that have been demolished or are no longer leased;
3. Any renovation that has occurred that changes the uses and/or sizes of rooms and/or buildings;
4. Any changes in the use of a room or changes from unused to used space;
5. Any errors that were found in the last printout.

These changes can be updated by the use of one or more of the enclosed Update Forms. There are four Update Forms which are listed below:

1. Building Characteristic Sheet
2. Room-By-Room Facilities Inventory Form
3. Room-By-Room Facilities Inventory Form (CORRECTION FORM)
4. Deletion Form.

These forms are used in the following situations:

Continued... p. 2 of INSTRUCTIONS

INSTRUCTIONS (continued)

1. The Building Characteristic Sheet should be used along with the supporting Room-By-Room Facilities Inventory Form for any new buildings constructed or leased since September 30, 1970 and in use as of September 30, 1971. All codes and definitions for filling up these two forms (the Building Characteristic Sheet and the Room-By-Room Facilities Inventory Form) remain the same. Please consult your Facilities Inventory Project Manual for instructions regarding these forms.
2. The Déletion Form is to be used for any building(s) in the original inventory that are no longer in use by the institution through either demolition or termination of lease. Use of the Deletion Form on a building which has been demolished or terminated will also erase all the rooms in that building. The Deletion Form can also be used to delete a single room. However, the Deletion form should only be used to delete a single room if no entry is going to replace it. If an entry is going to replace the room deleted, it is possible to use the Room-By-Room Facilities Inventory Form (CORRECTION FORM) which will write over the original entry because the sequence number will be identical for both the old and new entry.
3. Renovation or alteration in one or a group of rooms and/or a building such that the original inventory classifications are no longer valid may require the use of a Building Characteristic Sheet entry, a Deletion Form entry, and a Room-By-Room Facilities Inventory Form (CORRECTION FORM) entry. For example, if a room or rooms were renovated, the changes would be indicated on a Room-By-Room Facilities Inventory Form (CORRECTION FORM). If the renovations resulted in a change in gross square footage, for example, it would be necessary to change the total entry for the building as well. Thus an entry would have to be made on a Building Characteristic Sheet. Such an entry would erase the original entry and create a new one. Further the renovation of a building might involve the removal of a room presently listed in the inventory. An entry would therefore have to be made on the Deletion Form.

Note: It is possible to also add room entries which are entirely new (without sequence numbers) on to the Room-By-Room Facilities Inventory Form (CORRECTION FORM) for purposes of keeping all room changes and additions together on one form.

INSTRUCTIONS (continued)

Thus you would list first all rooms which had had changes and then rooms which were added on. These rooms which were added on would have no sequence number since they would not be in the listing which you received from the Facilities Inventory Project Office.

4. The Room-By-Room Facilities Inventory Form (CORRECTION FORM) is used if a room or rooms have changed departments or use or have changed from unused space to used space.
5. If there were errors either in coding, assignable area, duplications, etc. in the last printout, they can be corrected by using the Room-By-Room Facilities Inventory Form (CORRECTION FORM), or Building Characteristic Sheet, or Deletion Form or some combination of these depending on the individual case.

Some further notes on the use of the Deletion Form and the Room-By-Room Facilities Inventory Form (CORRECTION FORM):

DELETION FORM: To delete a room: if a room in the printout has been duplicated or does not exist, it is deleted. First, fill in the name of the institution, then the institution number followed by the number of the building which has the room. This is followed by a sequence number which appears on the printout under the name, followed by filling in a "D" under 79(D) in the Deletion Form. This insures that the deletion will occur for the room indicated alone. In the last column fill in an "R" to denote that a room (and not a building) has been deleted.

To delete a building: If a building on the original inventory is no longer used by the institution, it is deleted. The procedure is the same as a room deletion with the exception of the final column. Fill in the institution name, institution number, building number, ignore the sequence number (leave blank), fill in "D" and then "B" for deleting a building.

INSTRUCTIONS (continued)Room-By-Room Facilities Inventory Form
(CORRECTION FORM):

It is completed in the same way as the regular Room-By-Room Facilities Inventory Form except that the last column has a sequence number. If a room has changed in any way or was wrong in the printout, fill in all columns making the corrections and add the sequence number that is on the printout so that the new entry you have just made will replace the older information concerning the room.

Please note that it is not necessary to begin a fresh form for each set of deletions or corrections. So long as care is taken to insure that the correct sequence numbers are indicated in each case, it is possible to list all deletions and corrections respectively in a continuous fashion. However, you must be sure to use only the Deletion Form for deletions (entries which will be taken out and not replaced) and the Room-By-Room Facilities Inventory Form (CORRECTION FORM) for corrections (entries which will replace entries which are presently listed on the printout). New Buildings and their room entries should be kept together as a group. Finally, this Office will be glad to supply you with more forms if you need them and will also be glad to answer any questions you may have about the material. The data you enter should reflect conditions which will apply on September 30, 1971 and it should be turned in to this Office on or before September 15, 1971.

The address and telephone number of the Project is as follows:

FACILITIES INVENTORY PROJECT
8 Plympton Street (Suite 43)
Cambridge, Massachusetts 02138.
Telephone: (617) 868-6820 or 868-6821

NOTE: Before entering any alterations in the data, you should begin by examining your printout which will describe the entries which we currently have in our data file for your college. In some cases, some alterations are already made in our file and are reflected in your printout as a result of information received shortly after the official close of the Facilities Inventory. The important thing is that after examining your printout and completing the Update Forms we should then have an accurate picture of your facilities as of 9/30/71.

ALVIE
BOOKBINDING CO. INC.

SEP 6 1990

100 CAMBRIDGE STREET
CHARLESTOWN, MASS.

